



COMMUNITIES WITH WEALTH, EDUCATION, AND OPPORTUNITIES IN HONDURAS PROJECT- CREOH

Quarter Report: January - March 2014

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Communities with Wealth, Education and Opportunities in Honduras
CREOH
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I. Background:

After all the organization process' steps, staffing and planning to implement the CREOH Project, which occurred in previous periods, the way has been opened during this period to develop operational activities in the four communities where the educational centers are located, which had been chosen through a diagnosis that was made in September 2013.

This report accounts for the activities that took place according to the Implementation Plan for the Project's second year. There have been significant advancements this period towards achieving the Project's results.

II. Activities' description, results and progress made

During this period activities have been oriented towards the following areas:

1. Follow up and establishment of new strategic alliances with private companies, universities, community grassroots organizations, school and community authorities to promote the Project's objectives for 2014 and volunteer recruitment.
2. School infrastructure plan development so it could be shared in the four schools and implemented at the Monseñor Jacobo Caceres Avila BEC.
3. Carrying out activities aimed towards organizing Community Committees in the four areas where the BECs are located.
4. Community perception survey development process.
5. Extracurricular program implementation planning stage in the four educational centers. Community staff developed work plans to establish the clubs according to the 2014 Implementation Plan specific goals with the Project's global goals.

CREOH Project's official launching was very important for Glasswing and USAID, which took place on February 26, in which Kurt Pope, USAID Sub-Director, Diego de Sola, Glasswing International President, and Marlon Escoto, Secretary of Education participated. Also present were Maria del Rosario Selman, Banpais President and Maria Alexandra Boesch, Napoleon J. Larach Executive Director. Grupo Terra, Lady Lee, and Charter 100 also participated, and so did the Francisco Morazan Department of Education Director, Community Committees, community members, individual volunteers, USAID representatives, teachers, students, and the media.

CREOH Project's launching was a public event held at the Monseñor Jacobo Caceres BEC in the Suyapa Village. This BEC was chosen due to the fact that it is one of the two schools where the infrastructure and community components had already been started in Tegucigalpa.

After the protocol events the "opening brushstroke" was given to start the school's improvement activities done by volunteers. 12 classrooms and a surrounding wall were painted, four murals were created and inner gardening work was also done. Other achievements that must be noted that took place during this event was that the road for a dialogue was opened between the

Secretary of Education and the BEC's Principal which gave way to the hiring of a watchman for the school.

The activities that took place during January, February, and March 2014 under the Project's two components and the proposed results are the following

A) Mobilizing community volunteers and private-sector partners to 'make over' schools into multi-functional community spaces.

In order to reach the proposed results during this quarter the way was established to move on in school rehabilitation and revitalization initiatives.

After making the diagnosis in each BEC, the plans for each school (four plans), according to the priorities and budget ceilings were made. These plans have been shared and agreed upon with school authorities, teachers, and community members in general through meetings held in the four BECs, two in Tegucigalpa and two in San Pedro Sula.

Before sharing the infrastructure plans, Community Coordinators in the four Schools worked in each community to identify movers and other organizations who work locally so they could meet to organize Community Committees who would support the Project. As a result the following achievements have been obtained:

- Aldea Suyapa and Centro America Oeste in Tegucigalpa:

In these two communities eight committees were formed, four in each one, with a total of 43 community members and/or school parents. The committees are the following:

- Auditing Committees (two), one in each community with a total of 12 community members, 7 parents in Las Americas and 5 in Monseñor Jacobo Caceres
- Surveillance Committee (two), one made up by 4 members and another by 5, for a total of 9 community members
- Material Haulage Committee (two), made up by 12 community members, 7 in Las Americas and 5 at the Monseñor Jacobo Caceres, and
- Labor Committee (two), with 10 members, 5 in each community.

Rehabilitation and revitalization activities started at the Monseñor Jacobo Caceres BEC, where 373 community dwellers have participated, 97 men and 276 women. They have become actively involved to support the work done by each committee to improve infrastructure, build classrooms and revitalize them by working in masonry, plumbing, electricity, laborers, and hauling materials in general.

It can be highlighted that in such a short period the committees created at this BEC have made considerable efforts with the neighborhood organization and school parents achieving a complementary financial and in-kind support for a approximate value of US\$2,000.00, which have been used to rehabilitate potable water, keeper's payment to watch over construction materials and to pay the school janitor for three-month period as a way to support the Monseñor Jacobo Caceres BEC.

The work done by the organized committees has been very important since the sense of belongingness and commitment in the community is being developed. With the work done in the

community there's a 95% advance in the infrastructure project at the Monseñor Jacobo Cáceres BEC, having planned completion by the first week of April.

- Mercado Medina and Colonia Sandoval in San Pedro Sula:

At the Republica de Cuba BEC, located in the midst of the Medina Market, work is being carried out to gather information through the perception survey with volunteers from the Catholic University of San Pedro Sula, who are working to support the community.

In Table 1 below there's a infrastructure advances summary. The improvements in both schools during the January – March period are described and in such a manner the projection for the other two schools is presented.

Table 1

School	Activity Description and Date	Period	Volunteers Involved	Number of Children Benefiting
Monseñor Jacobo Cáceres BEC, Aldea Suyapa, Tegucigalpa	The infrastructure plan made for this BEC started its development in January, which includes the building of two classrooms, electrical system total change, roofing and ceiling betterment, extending the courtyard paving, and building 3 kiosks. There's been a 95% advance in the work, which is planned to be concluded during April.	January thru March	373community volunteers participated in the school's rehabilitation by hauling material, masonry helpers, electricians, plumbers, and carpenters. Of the 373 volunteers, 276 are women and 97 are men.	By building the two classrooms there was an increase in the school's registration from 657 to 726 students, which represents a 10% increase compared to the previous year.
	Volunteer Host Day held to revitalize the school	February 26, 2014	Volunteers: Total - 80 Banpais: 48 Individual: 2 Community: 30 In 6 hours they painted 4 educational murals, all the classrooms (12), placed cobblestone and did garden work.	726 boys and girls were benefited.

School	Activity Description and Date	Period	Volunteers Involved	Number of Children Benefiting
CEB República de Cuba	In this BEC the San Pedro Sula city government has done improvement in three modules with 7 classrooms each, with 2 more modules pending. This will be coordinated between Glasswing and City Hall. In March a volunteering activity was held with UNICAH volunteers.	March 29	Volunteers: Total - 50 UNICAT: 8 BIT: 11 Teachers: 12 Community: 4 Leadership Club (Created by the Cervceria Hondureña Project: 15 These volunteers contributed in the school's revitalization by painting 2 educational murals, outlining of the basketball court, floor and board games drawing, and garden work.	750 boys and girls were benefited.
Las Americas BEC	Infrastructure improvement has been planned.	April 2014		971 boys and girls will be benefited.
	Volunteer Host Day will be carried out once there are advances in the infrastructure.	Programmed for June 2014		
Yankel Rosenthal BEC	Infrastructure improvement has been planned.	September 2014		1,360 boys and girls will be benefited.

Other than the organization of committees and the advance in infrastructure there have been advances in establishing strategic alliances with several privately-owned companies and with private and public organizations to obtain leverage in-kind or in cash. Concerning this, there have been approaches with companies such as Wal-Mart, Ficohsa, Charter 100, Grupo Terra, and the San Pedro Sula city government. Specific proposals have been presented to Lady Lee and Cervceria Hondureña, while the support from Banpais has been obtained for two educational centers in Tegucigalpa.

Support has been requested from Lady Lee for the rehabilitation and Club development at the Yankel Rosenthal BEC in San Pedro Sula. The proposal presented to Cervceria Hondureña promotes the leadership in youth and alcohol consumption prevention in minors topics integration as part of Extracurricular Programs which will be developed in the four BECs in which work is being developed.

On February 26 a Memorandum of Understanding was signed with Banpais, now having specific advances. Other than providing resources to improve the infrastructure and giving volunteer time, BANPAIS will also include smart boards in the two schools it is leveling in Tegucigalpa, Monseñor

Jacobo Caceres BEC and Las Americas BEC. This is a technological system which generally is made up by an interactive wireless rod, in combination with a computer and a projector, turning a traditional board into one that is completely interactive. On the screen any type of pre-elaborated materials may be projected (interactive units, videos, images, presentations, webs, etc.), or ones made by teachers and students.

These boards will be used during classes given by teachers and also in the Clubs, which will be coordinated by Community Coordinators and the teachers in each educational center.

As to strengthen volunteering, work has been carried out with different organizations and institutions so their members can become a part of our volunteer body to develop several activities such as the gathering of information, infrastructure improvement, and implementing the Extracurricular Programs in Educational Centers. As a product of this work a total of 201 new volunteers have been recruited, which will be directly becoming a part of different activities in the four BECs. Table 2 shows these advances.

Table 2.

Institutions/Organizations	Number of Volunteers who Support the Project	Time they give the Project	Areas They Support	Type of Volunteers
Catholic University of San Pedro Sula	45 volunteers, 15 per quarter in rotation	February thru November	-Perception survey administration in the Medina Market, where the Rep. de Cuba school is located in SPS. -School revitalization activities	Individual
BIT Tegucigalpa	10 Volunteers	April thru November	Clubs	Individual
BIT San Pedro Sula	45 Volunteers, rotating each quarter	March thru November	Volunteer Host Day	Individual
Junior Chamber International (in Tegucigalpa, San Pedro Sula, Choloma y Villanueva)	18 Volunteers	May thru November	Training and consultancy of other volunteers to develop Debate Clubs and Leadership Clubs	Individual
UTH SPS	50 volunteers	May thru December		20 Corporative 30 individual
Psychology students, UNAH	4	April thru November	-Base Line application and tabulation -Clubs	Individual
Social Work students, UNAH	12	April thru November	-Club	Individual

Institutions/Organizations	Number of Volunteers who Support the Project	Time they give the Project	Areas They Support	Type of Volunteers
			-Perception survey tabulation	
UNITEC	To be defined	May thru November	-Clubs -Volunteer Host Days -Community work	Individual
UNICAH Tegucigalpa	To be defined	May thru November	-Clubs - Volunteer Host Days	Individual
ASEBE Students (Scholarship Recipients Association at the UNAH)	17	April thru November	Clubs	Individual
UTH Tegucigalpa	To be defined	May thru November	.Clubs -Volunteer Host Days	Individual

B) Implement After School Clubs for children and youth and at the same time provide continuous education opportunities for school teachers, parents and other adults in the community

The activities executed and their results, which took place in the CREOH Project's second quarter, January – March 2014, will now be presented.

Before implementing the Clubs Community Coordinators worked on the planning stage, in which several activities such as the ones to share information, promote the clubs, and inscription in the four BECs, making teachers, parents, community members, and students participate. As a result 64 Clubs will be implemented, with 1,092 boys and girls already registered. The latter is reflected in Chart No. 3.

Table 3. Clubs that will be implemented and registered students by level in each BEC

Club	# of Clubs	# of boys	# of Girls	1-3 Grade	4-6 Grade	7-9 Grade	Total
Monseñor Jacobo Cáceres BEC- Tegucigalpa, Total Population: 726							
Soccer Club	2	15	15	4	7	19	30
Art Club	2	20	26	23	10	13	46
Glee Club	2	8	30	2	20	16	38
Computer Club	1	5	10	0	7	8	15
English Club	1	7	8	0	15	0	15
Discovery Club	2	17	17	0	17	17	34
Homework Club	3	24	24	15	6	27	48
Reading Club	1	12	4	10	7	0	17
TOTAL	14	108	134	54	89	100	243

Club	# of Clubs	# of boys	# of Girls	1-3 Grade	4-6 Grade	7-9 Grade	Total
Las Américas BEC- Tegucigalpa, Total Population: 931							
Soccer Club	3	45	0	1	21	23	45
Art Club	2	9	34	9	24	10	43
Glee Club	2	1	34	0	23	12	35
Computer Club	1	2	12	0	14	0	14
Communications Club	1	6	1	0	6	1	7
English Club	1	3	7	1	9	0	10
Discovery Club	1	2	12	0	10	4	14
Math Club	1	7	8	10	5	0	15
Spanish Club	1	14	3	17	0	0	17
TOTAL	13	89	111	38	112	50	200
República de Cuba BEC- SPS, Total Population: 750							
Soccer Club	2	15	8	0	23	0	23
Art Club	2	10	24	7	22	5	34
Glee Club	1	1	17	0	11	7	18
Computer Club	1	8	5	7	3	3	13
English Club	2	12	8	13	5	2	20
Discovery Club	2	12	13	5	20	0	25
Basketball Club	1	15	0		12	3	15
Storytelling	1	4	11	15	0	0	15
Leadership Club	1	8	5		0	13	13
Reading Club	1	1	0	1	0	0	1
TOTAL	14	86	91	48	96	33	177
YANKEL ROSENTHAL BEC-SPS Total Population 1,350							
Soccer Club	3	30	12	0	42	0	42
Art Club	4	48	74	59	53	10	122
Glee Club	3	5	37	0	22	20	42
Computer Club	4	49	73	20	102	0	122
English Club	4	32	41	0	73	0	73
Discovery Club	2	12	17	10	19	0	29
Homework Club	1	12	13	4	21	0	25
Basketball club	2	8	9	0	17	0	17
TOTAL	23	196	276	93	349	30	472
Grand Total	64	479	612	233	646	213	1,092

For this second year a total of 10% of the total school population had been provided to be enrolled, nevertheless, and given the student's demand in extracurricular programs a percentage increase took place in the following manner:

Monseñor Jacobo Caceres BEC. - From a provided 10%, a 33% enrollment was achieved, which means that of the 726 students registered this year, 243 are participating in the extracurricular program.

Las Americas BEC. - From a provided 10% to a factual 21%, meaning that of the 971 students who are registered at the school, 200 are enrolled in the extracurricular program.

Republica de Cuba BEC.- From a provided 10% it went up to 24%, meaning that of the 750 students enrolled in the school, 177 are registered in the extracurricular program.

Yankel Rosenthal BEC. - From the provided 10% to a 35%, which means that of the 1,360 students, 472 are enrolled in the extracurricular programs.

Among other community activities the perception survey was applied in Colonia Centro America Oeste in Tegucigalpa and in Colonia Sandoval and the Medina Market in San Pedro Sula, to identify community needs. A total of 717 surveys have been applied up to date with the help of 57 community volunteers, church members, parents, and individual volunteers.

At the Monseñor Jacobo Caceres BEC 260 surveys will be answered during the second week in April. This information will be of help to develop community work in the four locations in which CREOH is being implemented.

III. Indicators' Follow up

During the second year's second quarter advances for some indicators substantially exceeded the provided goals for the year, and, with the projection and the work that has been done, all the project's goals will be achieved.

For indicators 3 and 4, concerning self-esteem and self-efficacy, the instruments will be applied starting in April. Data will be checked to separate the results from students who are participating in the extracurricular program from those who aren't to present the analysis. Results will be presented at the end of the school year.

Goal Advancement Chart – Second fiscal year's second quarter, 2014

No.	Indicator	Disaggregation	Project's Total Goal	2014 Goal	Present Y2Q2/2014	% Advance
Objetivo 1: Escuelas mejoradas para su uso como "Centros de la Comunidad»						
1	Number of volunteers that participate in school interventions	Sex, volunteer type	1,100	500	575	51%
		Male	660	300	162	24%
		Female	440	200	413	93%
		Individual volunteer	275	125	71	26%
		Corporate volunteer	330	150	48	15%

No.	Indicator	Disaggregation	Project's Total Goal	2014 Goal	Present Y2Q2/2014	% Advance
		Community volunteer	495	225	564	114%
4.	Percentage of students enrolled in after-school activities	Sex, grade level	30%	10%	29%	29%
		Male	12%	4%	44%	44%
		Female	18%	6%	56%	56%
		1st - 3rd grades	10%	3%	21%	21%
		4th - 6th grades	10%	3%	59%	59%
		7th - 9th grades	10%	3%	20%	20%

IV. Obstacles/Limitations

- ✓ Due to the burdensome paperwork to obtain tax exoneration from the Executive Revenue Office (DEI) there has been a delay in the start of project's activities, especially in the ones that need the purchase of materials and supplies, such as school's infrastructure improvement and the required acquisitions to start the Clubs.

Given the situation, through the alliance that was established with Banpais the first leveling disbursement was rushed, allowing the resources to be used to start infrastructure improvement at the Monseñor Jacobo Caceres BEC so the work in this area is almost complete.

Nevertheless, since February, which is when the Project's exoneration was obtained, supply purchase has been programmed and rushed to start infrastructure improvement at the other BECs and the necessary ones to start with extracurricular programs in April.

V. Challenges

- ✓ Look for greater coordination strategies with the Department of Education.
- ✓ Develop and implement a volunteering strategy for Glasswing Honduras, including recruiting, development, and retention processes.
- ✓ Manage and look for answers to the situations communities face.
- ✓ Strengthen the organization in every aspect.

VI. Administration and Operations

1. Strengthening Institutional Capacity

Glasswing's central office in El Salvador has worked to develop and implement accounting software to improve financial control in our operations in Honduras as to create a system that has the necessary abilities and functions to ease up data entry and generate trustworthy information among the different projects Glasswing executes.

To contribute in the coordination among Projects, CREOH manager and the Youth and Community Development Program manager, both financed by USAID, participated in the USAID funded education implementing partner's meeting. This was done so all the programs that are education linked may look for synergies with activities CARSI is developing in all the country, thus generating a greater impact in the country's violence prevention matter. During the meeting information was shared on the best and worst practices in this topic so they may be reconsidered for future activities trying to improve and put into practice joint efforts.

It is important to mention that the Glasswing team participated in the communications workshop USAID's Communications Unit implemented to generate an adequate communication and apply the norms and mechanisms when holding national events, and the guidelines to be used when USAID's figures, local and government authorities participate in each planned event.

2. Operations

In the following chart there is a summary showing the efforts made in staffing the Project.

Chart No.4: Advance in staffing the SPS and Tegucigalpa offices

No.	Name	Position	Situation
Tegucigalpa Office			
1	Janeth Flores Izaguirre	Program Manager	Started working on February 9, 2013
2.	Saira Vannesa Solórzano	General Accountant	Started working on July 1, 2013
3.	Rina Floryselva García	Community Coordinator at the Monseñor Jacobo Caceres BEC	Started working on July 1, 2013
4.	Mario Suarez Núñez	School Revitalization Manager	Started working on November 25, 2013
5.	Wilsen Isui Tovar Alvarado	Communications Coordinator	Started working on December 1, 2013
6.	Víctor Ramón Ordóñez Castillo	Country Director	Started working on January 16, 2014
7.	Ricardo Enrique Díaz Cerrato	Resilience and Life Skills Coordinator	Started working on January 20, 2014
8.	Ana Ruth Girón Ortiz	Community Coordinator at Las Americas BEC	Started working on February 3, 2014
9.	David Suazo	Project Coordinator (<i>Not hired by CREOH but aids in its coordination in Tegucigalpa.</i>)	Started working on March 1, 2014
10.	Julio Martínez Chacón	Driver- Messenger	Started working on January 3, 2014
11.	Raquel Henriquez	Cleaning and logistics	Started working on January 15, 2014

No.	Name	Position	Situation
San Pedro Sula Office			
13.	Oscar René Ortega Benegas	Project Coordinator (<i>Not hired by CREOH but aids in its coordination in SPS.</i>)	Started working on October 1, 2013
14.	Wendy Lorena Gutiérrez Cruz	Administrative Assistant	Started working on November 4, 2013
15.	Jorge Alberto Pagoada Carbajal	Community Coordinator at the Yankel Rosenthal BEC	Started working on November 4, 2013
16.	Norma Esmeralda Orellana Martínez	Community Coordinator at the Republica de Cuba BEC	Started working on January 6, 2014

Note: Monitoring and evaluation expert hiring is still pending.

VII. Financial Expenses Summary, January thru March 2014

The financial expenses summary that took place during the second quarter for the 2014 year are presented below.

Budget Line	Budget	Expenses inception - Oct thru Dec 2013	Expenses Jan 2014	Expenses Feb 2014	Expenses Mar 2014	Total Expenses Jan-Mar 2014
Salaries and Benefits	\$416,999.00	\$29,783.23	\$ 6,626.02	\$ 8,662.62	\$ 8,152.13	\$ 23,440.77
Travels, travel expenses and Transportation	\$60,510.00	\$2,862.00	\$ 896.43	\$ 523.78	\$ 1,485.50	\$ 2,905.71
Equipment and supplies	\$236,230.00	\$4,546.95	\$ 1,210.71	\$ 692.83	\$ 673.55	\$ 2,577.09
Training and workshops	\$69,200.00		\$ 104.67			\$ 104.67
Other direct costs	\$217,061.00	\$9,198.30	\$ 2,327.87	\$ 8,598.18	\$ 2,712.22	\$ 13,638.27
Total	\$1,000,000.00	\$46,390.48	\$11,165.71	\$18,477.41	\$13,023.40	\$ 42,666.52

XIX. ANNEXES

Annex No.1

Success Story at the Monseñor Jacobo Cáceres BEC

In general teachers and communities don't believe in project proposals that are occasionally given by NGOs and other institutions. Such is the case of Wilson Sorto, Assistant Principal at the Monseñor Jacobo Cáceres BEC for 13 years, whom at the beginning showed his unbelief in the project by expressing, "There are so many needs in these BECs since they are located in underprivileged areas, and so many institutions have come to tell us they are going to supply the classrooms, donate furniture and build classrooms and it hasn't happened."

When the CREOH Project started its execution Wilson's attitude started changing and became directly involved in the activities that were taking place and with his leadership contributed in generating his colleagues' participation and also the community's, which greatly influenced so all the community stakeholders could make the project their own thus contributing in the execution of the work to improve the BEC's infrastructure and with it, in just three months benefiting 726 boys, girls, and youth who because of living in a highly vulnerable neighborhood many times lack support and opportunities.

Finally Wilson convincingly said, "Now I just close my mouth, because it's true there have been many false promises, but now this is a reality and I thank USAID and Glasswing for having 'put a little grain of sand' in our Educational Center", adding to this, "I feel very satisfied as an authority in this center and hope this example can be emulated because it is a great contribution that is being done to society since we have to retain students at the BEC and build them with values, and a project like this one fosters solidarity, teamwork, and leadership. This is the children's second home and they feel well and proud that their school is so pretty now and well lit. We are very satisfied with the help you've given us and we are here to continue working to become a Model Education Center."

Annex No. 2

Images from the CREOH Project official launching, with the participation of USAID's Sub-Director, the Secretary of Education, Banpais President, Glasswing International President, Monseñor Jacobo Caceres BEC Principal, and Glasswing Honduras' Director.



Mr. Kurt Pope, USAID's Sub-Director during his speech at the Communities with Wealth, Education, and Opportunities in Honduras launching



Representatives from other organizations and institutions, community members, Banpais volunteers and students participating in the Communities with Wealth, Education, and Opportunities in Honduras official launching ceremony



Mr. Kurt Pope, USAID's Sub-Director, Mrs. Maria Selman, Banpais President, Mr. Diego de Sola, Fundacion Crisalida President and BEC's students give the first brushstroke to start the revitalization activity , done by volunteers



Recorrido y explicación de los avances de infraestructura del CEB Monseñor Jacobo Cáceres, con las autoridades presentes y participantes en el Lanzamiento de CREOH.



Images showing Committees and community members doing volunteer work by hauling material to improve Monseñor Jacobo Caceres BEC's infrastructure and to build two classrooms.



Images showing the initial construction of two classrooms at the Monseñor Jacobo Caceres BEC at the Aldea Suyapa and its advances



Advances in the construction of two classrooms and paving using cobblestone in the courtyard so sports events may take place at the Monseñor Jacobo Cáceres BEC in Aldea Suyapa



Kiosk building so they may be used in Club activities and for students' recreation at the Monseñor Jacobo Cáceres BEC

Banpais, school, and community volunteers and Glasswing's staff holding Volunteer Host Day at the Monseñor Jacobo Cáceres BEC painting murals and classroom and doing gardening work







Catholic University of San Pedro Sula, school, BIT and community volunteers and Glasswing's staff holding Volunteer Host Day at the Republica de Cuba BEC of SPS painting murals, Floor games and classroom and doing gardening work

